

Good Educational Governance Empowering Educators

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Current Indian Education Scenario

“Over-regulated and Under-Governed”

- The ‘not-for profit’ nature of the \$40bn formal IES has deterred for-profit private participation while inability to transform² education into a ‘process-driven’ model curtails scalability in non-formal IES (\$10bn).
- Investment rests on 4Cs –
 - Players with Credibility (management intent & ability),
 - Capital (built to last),
 - Creativity (to ‘manage’ the overregulated environment)
 - Content (to differentiate and build annuity)
- IES – the ‘Largest’...inefficiencies the ‘Highest’:
 - the largest capitalized space in India with \$30bn of government spend (3.7% of GDP; at global average),
 - a large network of ~1m schools and 18,000 higher education institutes.
 - Yet, the public education system is ‘insufficient’ and ‘inefficient’, leading education-hungry and affluent Indians to spend \$50bn on private education (14% CAGR over FY08-12E).
- **Formal IES:**
 - A Poor Regulatory Framework and Low risk-appetite have discouraged for-profit participation and attracted limited capital.. With no structural change in sight (rampant corruption and low political will), is stagnant.
- **Non-formal IES:**
 - Non-regulated and faster-growing — fails the scalability test (barring a few pockets).

Exhibit 1: Indian Education Sector (IES) – an interesting class

IES - The Largest

Largest Capitalized space

- Public spend of \$30bn (3.7% of GDP)
- Private spend of \$50bn (14% CAGR over FY08-12E)

Largest Supply

- A network of ~1m schools and 18,000 HEIs
- First Indian satellite - EDUSAT (launch Sep-04) to serve the education sector

Largest Demand

- Globally the largest population of 572m within the 0-24 years age group

Inefficiencies - The Highest

'Insufficient' funds

- Free product (public schools) loses market share - 40% of the student base enrolled in private schools (7% of the total school network)

'Inefficient' supply

- 66% of the school network only till primary level
- Only 0.85% of USD 30bn spent on capital expenditure

Lowest enrollments, highest dropouts

- 61% of target population enrolled, 40% dropout at school level (a mere 37% net enrolled)
- Lowest GER* globally of 9.97 at higher education level

Investability Quotient (IQ) - The Lowest

\$40bn: 'overregulated & under-governed'

- For 80% of the private spends (formal IES), regulations (not-for-profit mandate) a big deterrent
- Low political will to bring about the much required structural change

\$10bn: Scores low on scalability

- For remaining 20% (non-formal IES), scalability remains a big issue

Players exhibiting the four key success factors (4Cs) - **C**redibility (management intent & ability), **C**apital (built to last), **C**reativity (to 'manage' an over-regulated environment) and **C**ontent (ability to differentiate and build annuity) offer maximum value creation potential

Exhibit 2: IES – a factsheet

Govt spend (Centre + states) on education: \$30bn; at 3.7% of GDP, comparable to global average; 0.82% as capital expenditure, 80% on teachers' salaries; >90% spend on K12 (kindergarten to 12th grade). Centre's budgetary allocation up 6x in 11th Plan period

Private spend on education: 5% of average HH income (12% in USA, 15% in China). CAGR of 8.6% vs 3.2% in consumption; 8% CAGR over FY08-20E (growing fastest globally)

Network: ~1m schools, of which 75,000 (7%) are private - 40% of enrolled population attends private schools; 18,000 HEIs (largest globally)

Regulatory framework: K12 and HEIs required to be run as not-for-profit institutes set up under a Trust/ Society; also, though 100% FDI allowed through automatic route, no rules/ regulations in place for foreign universities to be recognized under UGC (University Grants Commission)

Source: IDFC- SSKI Research, MHRD

Structural Changes Needed

| | What is the issue? | What needs to change? |
|--------------------|--|---|
| 'Trust' Issues | <ul style="list-style-type: none"> Regulations require all educational institutions (school or college) to be run as a trust or a society No dividends can be distributed and the 'reasonable surplus' needs to be ploughed back into the system | <ul style="list-style-type: none"> A structural change required to allow for-profit schools and colleges. The regulatory bodies need to act as only 'quality controllers' and check fly-by-night operators |
| Political Quagmire | <ul style="list-style-type: none"> More than 75% of the educational institutes (in Maharashtra) are run by politicians. Low political will to realign the 'not-for-profit' education system | <ul style="list-style-type: none"> Strong political will to realign education policies Vested interests need to take a back-seat |
| Land Blues | <ul style="list-style-type: none"> A large portion of subsidized land demarked for schools is hoarded and resold to schools at much higher prices; High land prices make economics unviable | <ul style="list-style-type: none"> State development authorities need to put a system in place to ensure only genuine bidders get land |
| Low FDI | <ul style="list-style-type: none"> Even though 100% FDI through the automatic route is allowed since 2000, no regulations formulated for recognizing foreign HEIs under UGC | <ul style="list-style-type: none"> Clear regulations need to be put in place for recognition of foreign universities |

National Mission on Education through ICTA Centralised Sponsored Scheme Launched 3rd Feb 2009

Mission: Anytime, Anywhere, Anyhow Education through Any Device Access

- From National Perspective:
- 1. Not to be compartmentalised.—it has to be converged and synergised.
- 2. A wide band connected network is planned- This may be initially done by any agency like NIC, DIT, DOT; let us not mix up the roles and responsibility of NICNET, ERNET, STPINET etc. What is needed is a Professionally Managed Service, with Accountability and Assured Availability & Quality. It has to be on a consortium approach, rather than ownership approach. It has to come out of the govt for professionally managed service and it should be a part of national ICT Infrastructure for Education, created, owned by the consortium. (Educational Community)
- 3. The IPR barrier is to be broken at least in Education. Knowledge should be shared to grow. These contents developed in this mission mode program are National Knowledge Assets and all the contributors own the assets.
- 4. It is a cabinet approved national mission on Education with a budget and accountability. Since Education is a concurrent subject, centre-state ownership should be strengthened, to achieve the mission. The National Apex body should be under the Prime Minister's office and multi stakeholders role and responsibility should be clearly defined (MHRD, DIT, DOT, DOS, DST, Ministry of Health & Family Welfare, Culture, women & child welfare etc) Education & National Development should be synergised and converged, keeping the multi-stake holders interest.

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- 5. There should not be multiple regulators. (UGC, AICTE, NCTE, etc). They should be facilitators. A National Authority for Quality, Accountability and Oversight in Education should be set up, under the Cabinet. The Outcome of the mission to be achieved. It should be PPP of Government, Academia and Industry and we should produce Human Resources who are employable (self or by Industry) with a value based education with ethics of practice.
- 6. Apart from History, Culture & Arts, all the Professional/Technical Education
- Curriculum should be Universalised and mandated conformity to national and International Standards. The Universalisation of Curriculum should be the mission. It has to be on a collaborative, cooperative and shareable. The barriers of employability and boundaries will be broken.
- 7. National Educational standards Board should be priority. A national standards board on Education should be set up. (This should have members from academia, industry and professional bodies (National & International)).
- 8. The concept of ERP suits Industry & Corporate. THE ERP alone will not be sufficed. The Business Intelligence layer has to be added. In the Education scenario, the Business ERP is a failure case, and it is too costly. What is needed is a an **Integrated Comprehensive Educational Resources Management, Administration & Finance System**, which can be developed locally and implemented across the educational system, with ease of use with multilingual support.
- 9. The Project Appraisal and Evaluation and the Project review committees are to be bifurcated, to make the mission successful.

Personalized Observations & Suggested Remedies

Role of ACIIL & Constituent Centers of excellence

R &D & Practice centers

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- ⦿ National Educational Grid-Best courseware to be delivered through IGNOU channels(Teachers & Students)Collaboration with MPTEL and hosting of National Educational Portal
- ⦿ Government Informatics
- ⦿ Security Informatics
- ⦿ Spatial Informatics
- ⦿ eKISSAN Bharat in collaboration with ICAER for sustainable agriculture development
- ⦿ Computational sciences Portal
- ⦿ National Digital Repository of Educational Resources

- **To make learning and Knowledge -a social and economic activity**
- **Acquisition of Knowledge -a life long activity**
- **Technology-a solution to demand for learning & create new possibilities to make it happen**

Demand of diverse learners

Diversity of goals

Diversity of contexts

Demand for higher education

Renewal of employee skills in service sector

- **Delivering education-demand supply perspective**
- **Re-skilling and retraining employees arising due to economic structural changes creating a new social demand**

Situation Today

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Learners

- Diverse group
- Separated by - space
- Separated by-time
- Possess different-prior learning skills
- New educational training needs

Type of **INFRASTRUCTURE NEEDS**

- Flexible
- Global in reach
- Interactive
- Affordable

Digital Unite Through Institutional Linkages

Converging the Divides

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- **Creation** of Technologies (~**IPR Divide**)
- **Diffusion** of Recent Innovations (~**Digital Divide**)
- **Diffusion** of Old Innovations (~**Extension Divide**)
- **Diffusion** of Human Skills (~**Educational Divide**)

Multi-Pronged Approach for Quality Education for ALL

CONNECTIVITY

Satellite, Broadband, Wireless Communication
Provides a highway for reaching Quality Education to all

Tele-Education Delivery System

- Multi-Class Environment
- Seamless – two way connectivity
- Synchronized multi-media delivery
- Universal Tele-education System
- Digital Library integration
- Content management
- Internet Resource availability
- Remote Virtual Classroom
- Cost effective Connectivity

Collaborative environment

A teacher can teach many remote classrooms from anywhere

Unique, Innovative and Creative Content and assimilation through animation

Lectures

Laboratory

Library

Books

Internet

Quality Content Generation

Virtual University - Through Universal Tele-Education



Curriculum- Four Universal Values

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- Communication
- Problem solving
- Working together
- Self learning

Curriculum Reform-The NEED

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- Impact of social changes
- Rigorous, attractive and enabling to retain student interest in learning
- Rigorous in its demands of intellectual and skills challenges
- Appropriate balance of subject skills and knowledge, skills, and team learning and value respect
- Give added value and fitness of purpose

Curricula Exchange and Standardization

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- Globalising Educational delivery
- Removing self-serving interest, domination, superiority and control
- Cost reduction in course media preparation
- Higher quality assurance and experts involvement
- Distributed decentralization of subject expertise

Innovations & ICE as an enabler

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- ⦿ Need for more teachers
- ⦿ Reskilling and retraining the teachers for new needs and new tools, new technologies for teaching & Learning
- ⦿ Retention of teachers
- ⦿ New educational delivery systems(Multi Model)
- ⦿ Interactive & Integrated Learning systems
- ⦿ Continuous improvement of Communication and presentation skills
- ⦿ Change in evaluation & Assessment
- ⦿ Keep the interest in Learning

Reaching the Unreached & Fear of Unknown

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- Technology is an enabler, but it is not a substitute for teachers-remove the fear of unknown
- Interaction and Delivery system can change
- It is not one way delivery of lectures, but it is a integrated interaction between learners & Teachers
- Multi-media exposures makes teaching made easier-at the same time, it empowers the teachers & Learners
- Teachers & Learners use the same medium of Internet & Web.
- Best course notes on any subject made available for knowledge enrichment

Learner centred-Flexible-Technology driven system-Need for Alliances

Cost Sharing Economy

- Learning resources development, establishment of learner support centres, infrastructure for course delivery

Changing Enrolment patterns

- flexible and modular learning to fulfill learner demands

Cross sharing courses

- Cost& Risk reduction & Funding patterns change

Curricula demands

- variety of academic talents for short period of time-

Sharing staff resources

Need of the Hour

Mix of all the three functions
Facilitating a Learning
Environment
Support to Learners as a Broker
Coordinating the Process and
Development of Materials

21st Century-Learning Systems will witness more Private Participation

COMPLIMENTARITY:

Partnership based on mutual respect, trust, benefit

MISSION CLARITY AND ARTICULATION:

Clear sense of direction in fulfilling the mission.

INSTITUTIONAL COMMITMENT:

Ownership of entire community

GOVT.& COMMUNITY SUPPORT :

Total support to delivery of educational products and Services

ORGANISATION STRUCTURE:

To support partnership activity with faith, trust and belief in educational delivery and support to learning environment.

LEADERSHIP:

Should have a vision of global development and to meet international community needs

Global Successful Alliances

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Successful Experiments-Partnership Alliances

The National Technological University (NTU-USA)

- Acts as a bridge between learners and participating institutions (FACULTY)
- One-way transmission of lectures (sync and async mode) with two or multiple ways of Teacher-learner-learner-learner computer-based communication
- Enables movement of credits and also awards credits

Successful Alliances of Resource Sharing Open Learning Australia (OLA)

- Acts as an educational broker with multiplicity of functions to bring courses of Australian tertiary institutions
- Doesn't have Credit or Credential granting authority

Successful Alliances The Open Learning Foundation Group-U.K. (OLF)

- Federation of British Universities
- Designs curriculum and develop learning materials for distribution to off-campus students
- Doesn't support the learning environment
- Doesn't assess or award credits
- Facilitates Staff Development activities



THANK YOU
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